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ABSTRACT

Models for structuring professional collaboration among teachers and special education staff in delivering services to mainstreamed secondary school students are described: (1) "Traditional Model"--special educators provide instruction in content areas so that students meet graduation requirements, and the students' enrollment in elective courses integrates them in the mainstream of the school schedule; (2) "Consultative Model"--resource teachers maintain services by being available to teachers and assisting in modifying materials, providing resources, and proctoring assessment procedures; and (3) "Decentralized Model"--members of the special education staff are assigned to different functions, including team teaching, remediation assistance, and consultant assistance to department members in regard to identified students. Tips are offered on specific teacher behaviors which are effective with different types of students--the visual learner, the auditory learner, and the tactile learner. Emphasis is placed on active monitoring of student progress, positive and sustaining feedback, and constructive interaction patterns which focus on enhancing student achievement. (JD)

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EFFECTIVE TEACHING: COMMITMENT TO LEARNING IN THE MAINSTREAM CLASSROOM

Presentation

by

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Greater Edmonton Teachers' Convention Association

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EFFECTIVE TEACHING: A COMMITMENT TO LEARNING IN MAINSTREAM CLASSROOMS

The process of teaching and learning
stimulate each other. Teaching
is half of learning.
(Confucius, 557 B.C.)

The reciprocal nature of teaching and learning requires a commitment to instructional patterns that support learning for all students. The two words, all students, take on additional meaning when equitable access to learning is the goal. Mainstreaming is an effort to provide equitable access. Achievement of the mainstream goal, challenges the creative genius of teachers. Their commitment makes a difference!

As Confucius noted 25 centuries ago, the mutual stimulation of teaching and learning provides the base for effective instruction. Student and teacher interactions are the cornerstones of meaningful instruction. Research has focused on interaction patterns and specific strategies as well as interpersonal communication skills that relate positively to student achievement (Sparks, 1983; Rosenshine, 1983; Silvernail, 1983). How these supportive and motivating behaviors impact the integrated classroom is critical to normalization.

The crucial step is from research to practice. It is here that teachers operationalize findings; where strategies are modified and applied for the diverse student population present in today's classroom. The effectiveness of instruction in multistrata classroom eminates from the teacher. Teachers do make a difference! Instructional style and behavior influence learners. Examination of those teacher behaviors and the delivery

systems proven successful in mainstream classrooms, become the reciprocal link to learning.

To support the linkage between teaching and learning, a common perception of mainstreaming is needed. In defining the concepts surrounding integration, there is no intent to limit its scope. Instead the Education Act, as with P.L 94-142 in the United States address the broad range of human rights. In both, regulations address the guarantee of a free, appropriate education, due process procedures and provisions for appeal (Gearheart, 1980). Access to an appropriate education is to be within the mainstream of education to the maximum extent beneficial. If "normalization" is to be assessed as successful, class placement must be meaningful for the handicapped and non-handicapped. Each participant has the opportunity to thrive and develop (Martin, 1974).

Martin's definition for success points to the concept of mainstreaming services. This concept has a philosophical difference from merely moving students from isolated learning environments into the regular classroom setting. Mainstreaming services require the redefinition of teacher roles. The roles can be modified without drastic budgetary or personnel needs. The provision for mainstreaming services deserve special consideration at the secondary level given the structure of these schools. Graduation requirements pose but one area of concern. How special need students accomplish the academic hurdles is greatly influenced by social factors. Peer acceptance and a sense of belonging precede content learning (Johnson & Johnson, 1975). One's feeling about self are developed from constructive interactions. These interactions then are essential elements in the mainstream process. Such opportunities for positive dialogue require structure, merely intermingling handicapped and nonhandicapped will not achieve

this goal. The structure and professional collaboration in mainstreaming services focus on meaningful interactions. The degree of success of student-student and student-teacher interaction patterns will be in direct relation to the level of mainstream services provided (Villarreal, 1983). Avenues for delivery of mainstream services, developed by Villarreal and colleagues, have positively influenced the academic and social success of special need students.

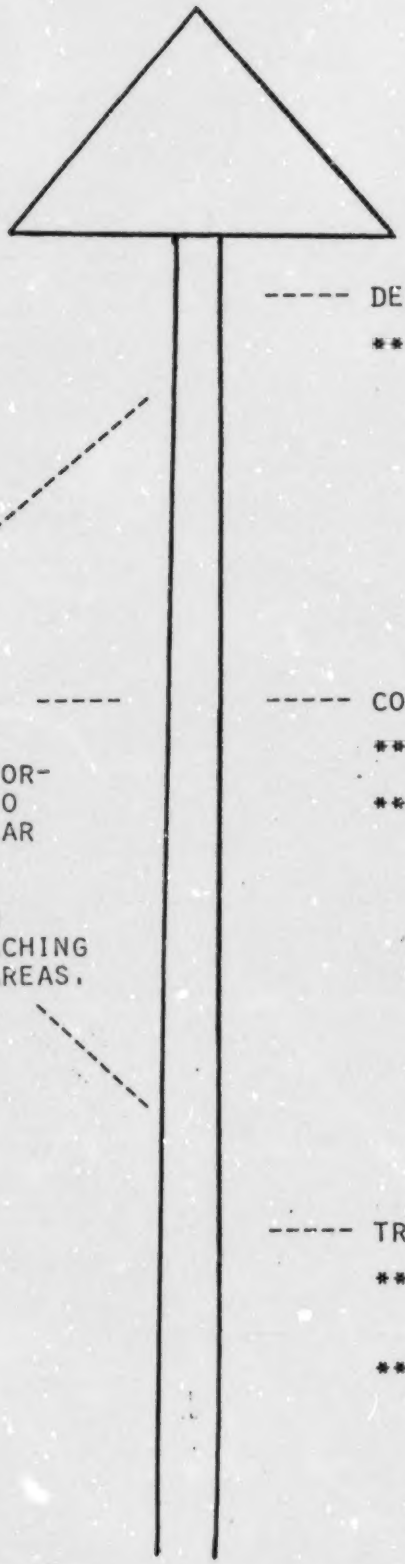
The approaches used in the Resource Continuum are extrapolated from the Cascade Model identified in the School Act of Alberta. They span the continuum of services to design a learning environment within a regular school. The formats developed by the Amphitheater High School teachers further detail resource and regular teacher involvement in meeting student needs. The three models identify formats in which supportive teacher behaviors are practiced to the benefit of all. Demonstration of these instructional patterns, provide structure needed by special need students (Larrivee, 1981; Munroe, 1981).

The delivery of mainstream services reflects student needs. Individuals requiring direct instruction will be best served by the traditional model. For many students and teachers the consultative model provides new avenues for learning and interactive skills. The decentralized model fulfills the need for those with identified strengths in a flexible structure format (Villarreal, Forbes, Ferrell, 1983). Each format has its advantages and drawbacks. The environmental setting, the roles of educators and the manner of student accountability, vary within each approach. See Figure 1 for a schematic of the delivery models.

Traditional Model

The model most common for initial service delivery is the direct or

AMPHITHEATER HIGH RESOURCE CONTINUUM



GOALS

1. ALTERNATIVE FOR CORE STUDENTS -----
2. CONSULTATIVE OPPORTUNITIES (TIME TO CHECK WITH REGULAR CLASS TEACHERS).
3. DEPARTMENTALIZED THROUGH TEAM TEACHING IN TWO SUBJECT AREAS.

----- DECENTRALIZED APPROACH

** TEAM TEACHING

----- CONSULTATIVE APPROACH

** STUDY SKILLS CURRICULUM

** INSTRUCTION IN FUNCTIONAL LIFE SKILLS AREAS (READING, MATH, PRE-VOCATIONAL).

----- TRADITIONAL RESOURCE APPROACH

** STUDENTS AND SPECIALIST SELF-CONTAINED.

** INSTRUCTION IN CONTENT AREAS (ENGLISH, MATH, HISTORY, GOV'T)

traditional format. In this format, special educators provide instruction in content areas to meet graduation requirements (English, Math, Science). Enrollment in elective courses integrate students in the mainstream of the high school schedule.

The "hands-on" orientation of elective courses (Trades & Industry, Home Ec., Typing, P.E.) compliment the subject matter emphasis. Electives provide options to address student learning style.

Progress in self contained courses is closely monitored, whereas progress in mainstream classrooms is primarily monitored through paperwork. Communication from regular educator to resource advocate requires specific coordination.

Consultative Model

In the consultative model, special education students take regular classes to meet graduation requirements. In this program, resource teachers maintain services by their availability to the regular class teacher and support student success. Working closely with regular classroom teachers for a portion of the day, special educators assist in modifying materials, providing resources and proctoring assessment procedures. In the consultative model, educators can work together to identify the most productive physical arrangment; the lighting, potential for distractions and proximity to chalkboards. Beside the physical arrangements, content material at the secondary level becomes a mutual responsibility. The educators share in matching learner to learning activity. The learning packet or cassette may be appropriate for some learners while others require more hands-on or interactive exercises. Provision for choice is enhanced. In collaboration, concept and skill development can be divided into smaller units. Sequential content development of these units provide

structure needed by most learners. The use of contracts may help the student become accountable. The consulting member of the team assists in designing exercises appropriate to learner skill. Contracts enable students to receive differentiated task assignments; yet they achieve mastery of the concept taught. Monitoring special exercises is cooperatively managed by the educators involved.

In this model, resource classes offer electives that generalize to regular classes. Aspects of study skills, basic language and computational skills, and pre-vocational preparation would be the responsibility of the resource setting. Special educators provide students with the foundation skill that will enable them to be successfully integrated into regular classrooms. The consultative model has the potential for enhancing rapport between special and regular educators, as the expertise of the professionals mesh to bridge services available with services needed.

Decentralized Model

Moving along the continuum of services, the decentralized model finds members of the special education staff assigned to designated departments. These differentiated assignments encourage team teaching, remediation assistance to specific students and consultant assistance to department members in regard to identified students. The expertise of the special educator is utilized in the assignment. Professional collaboration results in direct service to students. Integration of the faculty models the integration sought for students.

The decentralized model structures a collegial team approach that increases professionalism through greater decision making at the level of implementation (Bruno & Nottingham, 1978). The collegial team approach focuses effort on students most difficult to teach. The collective

expertise of educators designs an environment conducive to learning. Team teaching models for students critical communication skills.

These approaches have been implemented by the teachers themselves. The result has been increased visibility and credibility of special educators within the comprehensive high school program. Students receiving mainstream services in regular classes have fewer absences, greater production of assignments, and project completion. The number of students passing required courses increased dramatically in the first semester. Subsequent, semester records have documented maintenance and success for these students. (Villarreal, Ferrell, Forbes, 1983). The availability of services directly impacted student access to learning. Teaching behaviors that support learning also play an essential role in mainstreaming success.

Effective Teaching Behaviors

The multistrata secondary classroom requires educators to practice those strategies that work. Student and teacher variance will certainly be factors; however, selected patterns consistently enhance student achievement (Rosenshine, 1981; Slavin, 1980; Sanford & Evertson, 1981). These behaviors deserve focus. The framework or research base may differ, yet within the organizational and instructional style patterns evidence a positive correlation with learning.

Before examining what effective teachers do, what those educators think is essential. Style and content reflect beliefs and perceptions.

Teacher expectation and attitude precede the demonstration of a given instructional technique. Effective teaching begins outside the classroom and inside the head of the educator. The degree to which teaching is effective is determined by attitude. Believing all can learn may seem a philosophic dream; however, absence of this belief will deny students

equitable access to learning. Husén (1983) noted access was the single most important factor in learning. In this regard, the commitment of teachers is critical; no one denies teachers provide this access. Access opportunities are a reflection of expectations as perceptions become reality. These beliefs impact the quality and quantity of interactions. Teaching is interaction and all interactions directly impact learning for better or worse. Confucius accurately assessed effectiveness in his statement of teaching stimulating learning.

Organizational Patterns

Behaviors related to classroom management relate positively to learning. Routines, rules and procedures must be "up front." Learners need to know patterns for standards and behavioral expectations. Orientation as to how to succeed in class, may include specific study skills; how to read the textbook and strategies for carrying out an assignment. Learning disabled benefit from rehearsal of assignments and the use of advanced organizers. The handicapped are not alone in the need to know what is expected of them. Learning style may demand differing management patterns, however, students can learn how to adapt and modify their behavior. Effective teachers teach test-taking skills and use tests as diagnostic tools. These patterns give good organization its rightful place as the foundation for sound learning.

A business-like orientation supports the learner. Those requiring structure recognize its function; others take the pattern for granted. Emphasizing learning and achievement through efficient use of time is another variable supportive of learning as related patterns maintain student contact with subject matter, a component of access significantly related to student achievement (Tikunoff, 1975). To this end, the agenda

for a class may be presented in an overview. This brief description, with objective, activities to achieve the goal and specific expectations for the lessons introduce the lesson (Shockley, 1983).

For the visual learner, these structuring statements should be on the chalkboard or on an overhead projection (Bligh, 1974). These opening patterns with supportive follow up set the tone for focused academic learning, a definite lead to productive contact with learning material.

On task or engaged time is strongly identified as having a positive relationship with achievement (Northwest Regional Educational Laboratory, 1981). The productive involvement of the learner is the criterion. In contrast, unsupervised seatwork is less productive than small group or discussion interaction (Lomax & Cooley, 1980). These patterns reflect teacher thinking and preparation prior to the start of class. Effective teachers place a variety of instructional activities. This is important as learning time is maximized in 15-18 minute segments (Toepfer, N.D.).

The classroom organization and teacher initiated learning activities are critical issues in maximizing on-task behavior. Time lost between activities detracts from productive learning. Teacher value for time is demonstrated in punctuality, consistency and high standards.

Efficient time management includes time in transition from one activity. These require procedural expectations. Exchanging papers, moving within the room or changing books that "just happen," create excessive off-task time. Since a variety of activities is expected within a class period, with these activities designed to achieve the learning objective, maximum attention to learning is a priority.

Teacher behaviors useful in controlling on task attention include moving about the room, eye contact, and periodic questions to check

understanding. These patterns reinforce expected on-task behavior. Supervised seatwork requires teacher availability. Individual help can be provided, incorrect practice can be changed and student achievement influenced (Soar, 1972). The practice of moving about all areas of the classroom enables the teacher to identify and quickly change inappropriate learning activities (too easy, too difficult). Failure to do so, impacts negatively on learning (Stalling, 1980).

Organizational patterns that provide constructive peer interaction are designed and modeled by the teacher (Reinhardtsen, 1980). Acceptance of special need students, has been improved in group or team learning (Madden & Slavin, 1980). Cooperatively structured learning tasks have a signifcantly positive relationship to social and academic success. The interdependence criterion identified by Johnson and Johnson (1976) reduces the competitve mode apparent in many secondary grading systems. Special need students are at a disadvantage in singular mode whether it be individualized, competitive or cooperative. For the success of all students, there should be a balance in the organizational structure in the classroom.

With variety in organizational patterns, effective educators use multisensory approaches to teaching. These patterns recognize human variance in the manner of making meaning. Formal and/or informal assessment of preferred learning styles is important to teacher and learner. Teachers teach as they learned best and must consciously provide learning activities that address other learning styles.

Instructional Patterns

With the teacher as the essential element in instruction, the tools they use take on even greater importance. Perhaps the first and primary tool is the teachers' voice. Directions, questions, new information and

feedback are predominately verbal.

Attending to this voice is crucial to learning opportunities. In the secondary classroom, listening comprises the majority of the day. With this, active listening skills need to be taught and modeled by the teacher. Standing still when talking, avoiding irrelevant gestures, and asking for directions to be restated in terms of "what did you hear" are techniques to use.

Also related to the teachers voice is the factor of clarity. Clarity refers to precise and understandable speech patterns. The logical sequence and order of a lesson identifies clarity. Instruction following the outline of an advanced organizer reinforces congruence of verbal and written direction.

Clarity will be a secondary factor in other interaction patterns. Inquiry skills, specifically, evidence the variable clarity. Teacher attention to questioning style is critical when one examines the 300-400 questions asked in a given day. Since the cluster of interaction styles related to question-answer patterns comprise the major portion of class time, these patterns directly impact student access to learning.

For question/answer exercises to be positively related to learning:

1) they must be content oriented (Evertson, 1982)
2) they must have a high "right" potential (Larrivee, 1981)
3) there must be an answer (Anderson & Faust, 1973)

Wait time or latency will increase the probability of an answer (Rowe, 1974). After a 5-10 second wait time restating the question may enable the student to answer. Using examples or objects; cues (verbal & visual) address different avenues to express learned concepts. Providing options indicates that you believe the student to "be able," also that thinking is valued. Inserting questions in printed materials is a technique to enhance

comprehension. This pattern coupled with grounding strategies increase retention of content (Nichols, 1982). Grounding refers to focusing attention on material to be studied. This can be done by teacher presentation, by covering materials to allow only a single focus or by specific questions on what to look for in content.

Related to grounding is the technique chaining. This refers to taking out of context a fact or concept, teaching it separately and returning phrase to context, and relating to what is important to learn (Vitale, 1982). Verbal rehearsal logically accompanies chaining and specifically supports the learning disabled student. Auditory learners benefit from this strategy whether labeled handicapped or not.

Reinforcing the content of a complex concept, new vocabulary or skill can be achieved using overt and/or covert checking for understanding questions. New material is linked to previous experience. Strategies that involve students in using newly acquired information in written or oral exercises enhance retention (Cashin, 1979).

Chaining is used by effective teachers 49% into the lesson. Attention wains half way along, so a strategy to emphasize that content should be utilized. The concept or terminology requires specific linkage to previous knowledge. Complementing these inquiry guidelines, are strategies related to encouragement. Immediate and sustaining reinforcement relate to student gains (Larrivee, 1981). Learners need to know if they are correct. They also need to know the next step. Feedback that provides positive encouragement related to the learning exercise and the direction for on-going work is most supportive of learner achievement (Williams, 1979).

Directed instructional time in an activity sequence incorporates questioning, feedback and demonstrations prior to seatwork. These strategies

provide structure in the development of content. The major proportion of the instruction period addresses this development (Evertson et al, 1982). The direct instruction pattern, checking for understanding, also structures what is important to know, and assesses mastery of content.

A closure exercise ties learning to a meaningful whole. The use of written summaries, small group interaction or oral quizzes quickly review the concept features. Statements to alert the class to upcoming events assists in bridging what was learned with its application in the future. Each of these strategies reinforce on-task behavior, emphasize learning and achievement, and clarify what expectations are for learners. Their cumulative action is to reduce fragmentation created in 50 minute segments.

Tips for Adjusting Instruction

The multistrata classroom presents unique situations which require specific teacher behaviors. These strategies identified by Johnson & Johnson (1982) might alleviate unnecessary stress and provide another path, or manner of viewing learners.

- Use differentiated assignments, one part "basic" with one or more advanced or alternative options.
- Use mental imagery and vivid pictures; teach students to produce a mental picture of the completed assignment, of abstract terms, of product.
- Give an overview prior to step be step format with written form available.
- Introduce memory devices related to concept retention.
- Provide written instructions in a set location in the room (taped to desk; on bulletin board).
- Teach reading to develop thinking skills; structure its function.
- Use one-to-one reading when possible.

- Use explicit instruction; ask for it to be summarized.
- Provide students slates, cards or props, for immediate feedback.
- Limit sequential memory requirements.
- Allow typewritten or aide written materials if handwriting is a problem.

Hemispheric dominance and learning style research has provided greater knowledge of how persons learn. This information is of no value if used to "label." Its value is in seeing learners in terms of their manner of making meaning. Appreciating the uniqueness of individuals, being able to plan variations in learning experiences will reduce teacher and student frustration, at the same time, increasing their individual and collective sense of efficacy.

In a capsule form, brief descriptors related to learners are noted to quirk your creative skills to meet their needs in a heterogenous learning environment.

The visual learner attends to facial expressions and gestures and benefits from written notes of praise. This learner needs a pocket calendar or assignment book. Although quantities of paper are used; the visual learner is a poor note taker. He/She needs to be taught to outline, highlight printed material and be paired with an auditory learner in tutorial activities. Teachers who write on the chalkboard at eye level, and don't crowd that writing assist this learner.

The auditory learner responds to phonetic approaches and usually is an excellent speller. This learner uses a finger to hold place or a screening device to reduce visual stimuli of the total printed page. This person attends to voices, music, rhythm and can be easily distracted by sounds barely audible to others. Memorization is difficult. Talking to oneself maybe necessary so isolation may be in order. Acronyms, mneumonic devices

or lists are helpful crutches. Teachers who emphasize auditory ability, strengthen the students' self concept.

The kinesthetic/tactile learner prefers to touch and manipulate objects. Learning that involves body movement satisfies this student. Project work, such as building a model, or a production, like a newspaper, enables this learner to succeed. Questioning and probing techniques that involve the object or allow "an example" to be given support this learner. Role playing activities provide the movement needed as well and the opportunity to learn social skills. Frequent monitoring of contract work provides the external structure needed by this learner.

For persons with a visual sequencing difficulty (difficulty seeing things in the correct order; for example, seeing numbers or letters reversed), verbally reinforce what is written down. Use a tape recorder to give information. For persons with auditory memory difficulty (difficulty remembering names, specific facts and numbers, appointments), write instructions in checklist form. Reinforce auditory cues with visual cues.

Summary

Whether learners are identified as handicapped or not; as auditory or visual; as having left or right hemispheric dominance, teachers are challenged to teach them. The success of this commitment will be in direct proportion to the attitude with which the task is approached. Teaching begins in the head. Attitudes and perceptions color what becomes reality.

Given the positive perception of the student's capability of learning and the teacher's skill at teaching, modification of instructional delivery systems is one avenue to achieve successful mainstreaming. The Amphitheater resource continuum approaches teaching/learning at the secondary level with service support in three levels of integration. Special need students at

the secondary level have the opportunity to achieve in one of these instructional formats. Access to learning is equitably provided through the collaborative efforts of professional educators.

Within the learning environment, the critical element appears to be teacher expectations and management skills. These standards are meshed with active monitoring of student progress, positive and sustaining feedback, and constructive interaction patterns. These focus on enhancing student achievement.

Student achievement will be quantified in test scores and grades. Fundamental to these signs, is a sense of self. The relationships built on shared involvement with peers are also critical to mainstreaming. Teachers design and orchestrate these opportunities. In so doing, today's educators completed the service principal of which Confucius wrote. For he noted:

> "To establish himself, the teacher establishes others.
> To enlarge others, the teacher enlarges himself."
> (Cummins, 1983)

Teachers committed to the concept of mainstreaming know teaching and learning are indivisible. They know that strategies for success they must generate for themselves. In the process of nurturing learning teachers find:

> "Only those who fulfill their own nature
> can fulfill the nature of others."
> (Confucius, 550 B.C.)

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